

Cheshire West & Chester Council



West Cheshire
Children's Trust

School Readiness

Ready Children, Ready Families,
Ready Settings



Cheshire West
and Chester

Do you know?

Parents and carers are the child's greatest teacher and role model.

School readiness can mean different things to different people. We have consulted with a range of professionals in health and education and the aim of this leaflet is to provide an understanding of how parents, carers and practitioners can help children to be ready for school. We want to work together with you to make sure all children feel happy, cared for, safe and ready to learn.

Children learn and play by being creative, being active and being asked questions. All children develop at their own rate and all children are different.

It is important to remember one child may have only just turned four whilst their class mate is about to turn five, there is a wide gap in their abilities in that fact alone.

As long as parents, carers and practitioners are supporting children in their work toward responsible self-care and self-regulation that is the best that can be done, the rest will come in time. The following pages include important areas to consider around school readiness.

Ready to separate. . .

I will be ready for school when...	How you can support me with being ready for school...
<ul style="list-style-type: none"> • I can feel secure and separate from my parent or main carer • I can say goodbye to you when I have a grown up I know to help me 	<ul style="list-style-type: none"> • Give me the opportunity to go to groups and meet other children • Give me experiences of being left with other adults and family members • Take me to children's centre groups, toddler groups, preschool and/or nursery • Give me the chance to talk to new grown-ups when you are there

Ready to communicate. . .

I will be ready for school when...	How you can support me with being ready for school...
<ul style="list-style-type: none"> • I can express myself if I need something • I can communicate my own ideas, needs and feelings • I make observations, comment and ask questions • I can use words about things that interest me • I can talk about lots of different things; what I've done, who I'm with or where I'm going • I use objects or gestures to help me explain what I am talking about 	<ul style="list-style-type: none"> • Give me time to join in when sharing a book • Talk to me about the sounds I hear when we go to the shops or the park • Give me the opportunity to make choices about what I might like to eat or play

Ready to listen. . .

I will be ready for school when...	How you can support me with being ready for school...
<ul style="list-style-type: none"> • I am interested in my own play and the world around me • I can follow developmentally appropriate instructions • I join in with singing songs and rhymes • I join in with my favourite bits of the story • You ask me to do something like 'come and put your coat on' I will do it if I am not too busy playing 	<ul style="list-style-type: none"> • Give me experiences of sharing books and singing rhymes • Give me the opportunity to play listening games • Give me time to respond to a question

Ready to socialise. . .

I will be ready for school when...	How you can support me with being ready for school...
<ul style="list-style-type: none"> • I can interact in an age/developmentally appropriate way • I can share and play and I am beginning to take responsibility for my actions • I will give my friend a hug if they are upset • I am beginning to be able to tell my friends what they could do to help me if they take my toys or make me upset or cross 	<ul style="list-style-type: none"> • Take me to groups to meet other children • Give me time to chat to my friends and my family about the things I know • Sometimes I know that my friend will want to have the toys I am playing with and I need help from a grown up to help me share these with them

Ready to learn. . .

I will be ready for school when...	How you can support me with being ready for school...
<ul style="list-style-type: none"> • I am curious about the world around me • I enjoy looking at books • I have some understanding of words and language • I can recognise my own name and words that are special to me like 'mummy' and my favourite shops and foods 	<ul style="list-style-type: none"> • Talk to me about new things when I notice them, like the block of ice melting in the water or the seeds in the sunflower • Help me to count claps and jumps as well as buses and dinosaurs • Give me the opportunity to find out about things that interest me, like the computer, mobile phone or tablet • Encourage me to talk to you about my paintings and drawings and tell you what my marks mean

Ready to be active. . .

I will be ready for school when...	How you can support me with being ready for school...
<ul style="list-style-type: none"> • I can turn pages in a book and sometimes I may turn more than one at a time when reading with you • I can hold a pencil or chunky crayon and I like to move it round and round and up and down to make different marks. I may call this my writing • I have the confidence when we are writing together to choose my own activities, explore new environments and take risks • I understand that an important part of learning is to make mistakes • I understand boundaries and rules that will keep me safe • I can tell you when I need to use the toilet • Most of the time I remember to go to the toilet in time (for some children this would not be developmentally appropriate. Incontinence is not uncommon among preschool children at school entry. Search 'continence' on westcheshirelocaloffer.co.uk for more information) 	<ul style="list-style-type: none"> • Give me the opportunity to climb up a ladder on a small slide or onto a sofa or arm chair • Give me time and the chance to explore new parks • Give me boundaries so I know what I can try

Ready to independent. . .

I will be ready for school when...

- I know how far I can climb up the stairs, climbing frame or slide before I know to ask you to help me
- I can tell you when I am hungry and want something to eat or when I am tired and want to have a sleep
- I can wash and dry my hands by myself
- When you help me and hold out my coat I can put in my arms and I can do the zip up when you start it
- I can hold a spoon and feed myself
- I will go to a grown up I know when I'm feeling sad, scared or worried
- I can sometimes stop myself from doing something I know I shouldn't be doing
- I can follow simple routines to help me do things by myself
- I choose the toys I want to play with and what I want to do with them
- I know I can use tools like scissors, spoons and hammers to do different things
- I like to use lots of different things like paint, paper and wool to make a picture and I can choose the material that I want to use
- I am beginning to like some things more than others; I may like painting and drawing more than dancing or singing

How you can support me with being ready for school...

- Give me the experience of going to new places to be able to play with new things and people, knowing you are close by
- Give me the time to do things on my own, like washing my hands and putting on my coat
- Give me the opportunity to play with new objects and tools to find out how they work and be allowed to choose things for myself to make a picture

Top tips for parents and carers

- Your child learns better when they feel well and can see and hear well. Health checks and immunisations help to keep your child healthy. Any health problems your child may have should be addressed early so that they can do well in school. Sometimes the classroom or the school routine need to be adjusted to accommodate a child who has a special need
- Allow opportunities for playful learning and stimulating your child's imagination and curiosity
- Read with your children at home without distractions
- Try to have a good morning and night time routine that are not rushed so your children arrive at school and nursery in a calm frame of mind and are not tired from a late or disturbed night
- Allow them to try and carry out independent tasks such as getting dressed or doing little jobs or simple tasks where they have to follow simple instructions. Don't rush your child's attempts to do things for themselves. Their natural urge to be independent is good and should be embraced.



Accessing Cheshire West and Chester Council information and services

Council information is also available in Audio, Braille, Large Print or other formats. If you would like a copy in a different format, in another language or require a BSL interpreter, please email us at **equalities@cheshirewestandchester.gov.uk**

إذا أردت المعلومات بلغة أخرى أو بطريقة أخرى، نرجو أن تطلب ذلك منا.

যদি আপনি এই ডকুমেন্ট অন্য ভাষায় বা ফরমেটে চান, তাহলে দয়া করে আমাদেরকে বলুন।

Pokud byste požadovali informace v jiném jazyce nebo formátu, kontaktujte nás

Jeżeli chcieliby Państwo uzyskać informacje w innym języku lub w innym formacie, prosimy dać nam znać.

ਜੇ ਇਹ ਜਾਣਕਾਰੀ ਤੁਹਾਨੂੰ ਕਿਸੇ ਹੋਰ ਭਾਸ਼ਾ ਵਿੱਚ ਜਾਂ ਕਿਸੇ ਹੋਰ ਰੂਪ ਵਿੱਚ ਚਾਹੀਦੀ, ਤਾਂ ਇਹ ਸਾਥੋਂ ਮੰਗ ਲਓ।

如欲索取以另一語文印製或另一格式製作的資料，請與我們聯絡。

Türkçe bilgi almak istiyorsanız, bize başvurabilirsiniz.

اگر آپ کو معلومات کسی دیگر زبان یا دیگر شکل میں درکار ہوں تو براے مہربانی ہم سے پوچھئے۔

Tel: 0300 123 8 123 **Textphone:** 18001 01606 867 670

email: equalities@cheshirewestandchester.gov.uk

web: www.cheshirewestandchester.gov.uk

Contacts

If you have any concerns or questions contact your local children's centre or health visitor for further information.

Email: childrenscentre@cheshirewestandchester.gov.uk

Visit the local offer website: westcheshirelocaloffer.co.uk